



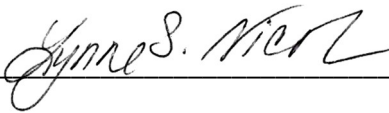
EDU HealthcareTM

Ocean Springs School District

SY26 School-Based

Speech Language Pathology Services

Executed by:



Semin Vice President

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LETTER OF INTEREST

To:

Ocean Springs School District
 Attn: Amy Armata, Purchasing
 2300 Government Street
 Ocean Springs, MS 39564
 Email: aarmata@ossdms.org

RE: Letter of Interest – RFP No. R-20250527-0271 for School-Based Speech Language Pathology Services SY26

Dear Ms. Armata,

Please accept this document as our binding proposal and formal commitment to provide **Speech Language Pathology Services** to the **Ocean Springs School District** for the 2025–2026 school year, including extended school year (ESY) services as needed.

EDU Healthcare’s foremost goal is to exceed client expectations and deliver the highest quality of services to our clients and their students through our highly trained providers and our organization’s strong core values. Our approach to school-based therapy services is centered on **integrity, trust, quality, efficiency, and dedication**, and we pride ourselves on maintaining open, transparent communication and partnership throughout the contract term.

We offer the following highlights as insight into our organization:

- Founded in 2007 and headquartered in Charlotte, North Carolina, with active operations in Mississippi and throughout the Southeast.
- Women-owned business, co-founded by a Speech-Language Pathologist and her husband, and personally connected to the mission through their experience raising a child with special needs.
- Currently delivering school nursing services to **Miami-Dade County School District**, the 4th largest in the U.S., employing over **130 nurses**.
- Nationwide provider of special education and related services, currently serving **hundreds of school districts**.
- Strong commitment to professional development through **EDUniversity**, our in-house training and mentoring platform.



- Rigorous credentialing and vetting process to ensure highly qualified staff.
- Active supporter of community and philanthropic causes, including partnerships with the **Make An Impact Foundation**.
- Comprehensive understanding of **IDEA, State Board Policy 74.19**, FERPA, and all relevant Mississippi and federal regulations governing school-based therapy services.

We have thoroughly reviewed the **Scope of Work and service specifications** as outlined in the RFP and confirm our ability to meet or exceed the District's requirements. We are prepared to:

- Provide licensed and experienced Speech-Language Pathologists who are skilled in delivering best practices in school-based therapy;
- Collaborate with school teams in the development and compliance of IEPs and ISPs;
- Utilize the District's designated platforms and maintain data to document educational benefit;
- Offer specialized training and consultation to teachers, administrators, and families when requested;
- Fully comply with all Ocean Springs School District policies, including background and child abuse registry checks.

EDU Healthcare, LLC is excited about the opportunity to partner with Ocean Springs School District. We are confident that our commitment to quality, reliability, and student-centered outcomes will align seamlessly with your expectations. Should you require additional information or have any questions, please do not hesitate to contact me at your convenience.

Thank you for considering EDU Healthcare for this vital initiative. We look forward to the opportunity to support the success and well-being of your students.

Sincerely,



Lynne Nicol
 Senior Vice President
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 Cornelius, NC 28031
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 980-260-0074 (Fax)
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CLIENT SUPPORT AND COMMUNICATION COMMITMENT

At EDU Healthcare, we prioritize exceptional client relationships and have built a responsive, well-structured support system designed specifically to meet the dynamic needs of school districts. Our experienced team—including Directors, Client Services Managers, Recruiters, and Administrative professionals—works cohesively to ensure every client inquiry is addressed promptly, accurately, and with the utmost professionalism.

Central to our success is our Relationship Management Team, which plays an essential role in maintaining clear, ongoing communication with district administrators. We provide 24/7 availability to ensure that any time-sensitive matters are addressed immediately, reinforcing our commitment to continuity of care and service reliability. EDU Healthcare's Senior Director of Client Services remains accessible to client leadership at all times, offering direct support when it's needed most.

We maintain a proactive approach to partnership development, regularly consulting with school administrators to gather feedback and assess satisfaction with our services, personnel, and processes. This continuous improvement model allows us to strengthen our collaboration and maintain high standards throughout the duration of the contract.

Our reputation is built on the strength of our team. EDU Healthcare upholds strict hiring standards, employing only qualified, credentialed professionals who are fully licensed and certified in accordance with state regulations. Credentials and verification documents will be provided upon award of contract.

For any questions, further information, or direct assistance, please contact:

Primary Contact

Lynne Nicol

Senior Vice President

EDU Healthcare

Phone: (866) 757-1272 x7013

Office: (704) 233-7715

Mobile: (704) 618-1986

Fax: (980) 260-0074

Email: lnicol@eduhealthcare.com



FISCAL INTEGRITY

Fiscal Integrity/Financial Statements

EDU Healthcare, LLC is committed to financial transparency and integrity.

Financial Statements

We have included **financial statements** to provide a comprehensive overview of our financial health and stability. These statements demonstrate our ability to fulfill all contractual obligations associated with providing Occupational and Physical Therapy and Speech-Language Pathology services.

Dun & Bradstreet Rating

Our Dun & Bradstreet (DUNS) Number is: **012751290**.

This rating further substantiates EDU Healthcare's financial credibility and operational strength.

Legal History – Claims and Litigation

EDU Healthcare, LLC affirms that we have **never had any pending litigation, lawsuits, or claims** within the past five years.



COMPANY OVERVIEW

LOCATION & OFFICE TELEPHONE

EDU Healthcare, LLC
18820 Statesville Rd
Cornelius, NC 28031

Toll-Free Phone: (866) 757-1272
Fax Number: (980-260-0074)

ABOUT US

EDU Healthcare, LLC is a leading provider of school-based therapy and healthcare staffing services, headquartered in Cornelius, North Carolina. Since our founding in 2007, we have delivered comprehensive educational support services to more than 250 school districts across 40 states. Our success is built on a strong foundation of experience, integrity, and a passion for helping students thrive.

We have proudly served school districts across the state for over a decade, beginning with some of the largest and most diverse communities. Over the years, our presence has grown through successful partnerships with multiple counties and educational agencies. With a strong track record of delivering evidence-based interventions, we consistently support improvements in student behavior, academic outcomes, and overall well-being.

AREAS OF EXPERTISE

Our team of licensed and credentialed professionals brings specialized expertise across a broad spectrum of school-based disciplines, including:

- Special Education Instruction
- Speech-Language Pathology (including Bilingual Services)
- Occupational and Physical Therapy
- School Nursing (LPN, RN, CNA, Nurse Practitioners)
- Board-Certified Behavior Analysis (BCBA)
- Registered Behavior Technicians (RBTs)
- School Psychology and Mental Health Counseling
- Deaf/Hard-of-Hearing and Sign Language Services
- Visually Impaired and Orientation & Mobility Services
- Social Work and Counseling

FOUNDER

EDU Healthcare was co-founded by Angela Lewis, M.A., CCC-SLP, a seasoned Speech-Language Pathologist with more than 15 years of experience in school-based therapy. Her vision, along with her personal journey



as a parent to a child with special needs, continues to guide the company's mission to empower school systems through qualified professionals and evidence-based practices.

OUR MISSION

We are committed to delivering exceptional, client-focused services that exceed expectations, enhance student outcomes, and support the educational goals of every district we serve. Through quality, integrity, and innovation, we aim to be a trusted extension of each school's educational team.

OUR APPROACH

EDU Healthcare partners closely with districts, functioning as a seamless extension of their staff. Our operations emphasize communication, collaboration, and hands-on support from recruitment to service delivery. We apply advanced HR strategies to attract and retain top-tier professionals, and we remain fully engaged throughout the contract to ensure the highest standards of performance and satisfaction.

OUR GOAL

To consistently provide services that exceed expectations—by delivering highly qualified professionals, offering responsive client support, and ensuring positive student outcomes. Our management team remains actively involved, maintaining transparency, monitoring service quality, and nurturing long-term partnerships.

CORE VALUES

- **INTEGRITY:** We act with honesty and transparency.
- **TRUST:** We build lasting relationships through reliability.
- **QUALITY:** We set high standards and pursue continuous improvement.
- **EFFICIENCY:** We streamline processes for optimal results.
- **DEDICATION:** We go above and beyond for students, clients, and staff.

CODE OF ETHICS

EDU Healthcare is governed by a strict Code of Ethics. We uphold the highest standards of honesty, respect, responsibility, and sound judgment. Unethical or illegal conduct is never tolerated, and we are unwavering in our commitment to fairness and accountability across all aspects of our business.



QUALIFICATIONS & LICENSING

At EDU Healthcare, LLC, we are committed to maintaining the highest standards of professional qualification, licensure, and ethical compliance for all personnel involved in delivering services. This commitment is demonstrated through our meticulous recruitment, credentialing, screening, and compliance processes, which ensure that every provider meets or exceeds all applicable standards for behavioral health, special education, and related school-based services.

RECRUITMENT AND STAFFING STRATEGY

At EDU Healthcare, our commitment to quality service delivery begins with our recruitment strategy. We understand that the success of any program is directly tied to the professionals delivering it. That's why our dedicated Recruiting Specialists are extensively trained to source, screen, and place highly qualified personnel who are not only credentialed but also passionate about improving outcomes in educational and clinical settings.

We specialize in staffing a wide range of positions, including:

- School Nurses (RNs, LPNs)
- Speech-Language Pathologists (SLPs)
- Occupational Therapists (OTs)
- Physical Therapists (PTs)
- Registered Behavior Technicians (RBTs)
- Board-Certified Behavior Analysts (BCBAs)
- Psychologists and School Social Workers
- Special Education and General Education Teachers
- Paraprofessionals and Instructional Aides

To identify top-tier candidates, our team leverages a multifaceted recruitment approach, including:

- Proprietary online job boards with over 30,000 monthly views
- Targeted advertising on education and healthcare-specific platforms
- Nationwide tele-recruitment campaigns
- Professional referral networks and trusted partnerships

Our recruiters are trained to assess more than just certifications—they focus on cultural fit, professional demeanor, and alignment with client goals. Each candidate undergoes a rigorous pre-employment process, which includes:

- Verification of active licensure, certifications, and credentials
- Completion of standardized skills assessments and clinical simulations
- Structured interviews and reflective self-assessments
- Reference checks evaluating performance, reliability, and professionalism
- Strength-based matching to align candidate competencies with client-specific needs



For roles requiring specialized certification, such as SLPs, OTs, PTs, RBTs, and BCBAs, our recruiters are thoroughly trained in national and state-level compliance requirements, ensuring that all placements meet or exceed regulatory standards.

Through this robust and intentional process, EDU Healthcare ensures that every professional we place is prepared to deliver services that are not only contractually compliant but also exceed expectations in quality, reliability, and student impact.

CREDENTIALING AND COMPLIANCE

At EDU Healthcare, ensuring the highest standards of service begins with the integrity and qualifications of our professionals. We have implemented a rigorous dual-layer screening process conducted by both our Recruitment and Credentialing teams. This collaborative approach ensures that every candidate is evaluated through comprehensive internal assessments and validated by independent, third-party background verification systems.

Our Credentialing Specialists are responsible for ensuring that all providers meet federal, state, and district-specific requirements. Through primary source verification, ongoing monitoring, and annual re-credentialing, we maintain full compliance and continuous oversight of all personnel throughout the duration of their assignments.

Credentialing procedures are extensive and meticulously executed. They include verification of education and employment history, validation of state and national licenses and certifications, and confirmation of CPR certification and immunization compliance. We also conduct exhaustive background checks encompassing Social Security and identity validation, national and state criminal history searches, sex offender registry screenings, and reviews of exclusion databases including OIG, OFAC, the Patriot Act, and GSA. Where applicable, motor vehicle reports, credit checks, and drug and alcohol screenings (GC/MS confirmed) are also performed. In jurisdictions that require it, fingerprinting and FBI background checks are conducted prior to placement.

In alignment with our commitment to student safety and client trust, EDU Healthcare enforces strict exclusion policies. We do not employ individuals who have:

- Active license suspensions or revocations
- Felony convictions or histories of professional misconduct
- Listings on the OFAC/OIG exclusion lists, the National Sex Offender Registry, or other national watch lists

By upholding these rigorous standards, EDU Healthcare provides districts with peace of mind—knowing that every professional we place has been thoroughly vetted, credentialed, and is fully authorized to deliver services with the highest level of safety, ethics, and professionalism.



DRUG TESTING

All prospective employees must pass a comprehensive drug test administered through a SAMHSA-certified third-party provider. Tests include a 10-panel urine analysis and breath alcohol test, with confirmatory GC/MS testing for accuracy.

Substances screened include:

- | | |
|-----------------------|-----------------|
| • Amphetamines | Barbiturates |
| • Cannabinoids | Benzodiazepines |
| • Cocaine Metabolites | Methadone |
| • Opiates | Propoxyphene |
| • PCP | Methaqualone |

Failure to pass any aspect of this screening results in immediate disqualification from employment.

PERSONNEL RECORDS

We maintain secure, electronic personnel files for all employees. These can be provided to school district partners upon request and include:

- Licensure and certification documentation
- Tax and I-9 forms
- Professional liability documentation
- Background check results and consent forms
- CPR and health screening records
- Signed handbooks and skills evaluations
- Emergency contact and employment eligibility verification
- OIG and HIPAA compliance documentation

REGULATORY COMPLIANCE & BEST PRACTICES

EDU Healthcare strictly adheres to all applicable local, state, and federal regulations, including:

- HIPAA Privacy Rules
- FERPA (Family Educational Rights and Privacy Act)
- IDEA (Individuals with Disabilities Education Act)
- State Department of Education standards
- Behavior Analyst Certification Board (BACB) regulations

We uphold industry best practices for ethical conduct, data privacy, and student safety. Our behavioral and educational professionals are trained to follow school district policies and integrate seamlessly with existing staff while upholding high standards of professionalism.



ONBOARDING PROCESS

New hires at EDU Healthcare are required to attend a one-on-one meeting with our credentialing department prior to placement. As part of welcoming our new providers, our credentialing team reviews our company culture, introduces the district administrators, and provides details about their assignment location.

Onboarding is where we establish the gold standard of performance, setting clear expectations and laying the groundwork for success. It's a crucial stage where values, goals, and the path to achievement are clearly communicated to ensure alignment and excellence from the start.

The credentialing team covers essential mandatory information, including but not limited to:

- | | |
|-----------------------------|-----------------------------------|
| ● Emergency Plan Procedures | Telephone/Voice Message Procedure |
| ● Dress Code | Daily/Weekly Schedules |
| ● School Code of Ethics | Caseload |
| ● Parking Permit/Access | Points of Contact/Supervisors |
| ● Computer/Login Access | Document Access |

This ensures that new hires are well-prepared for assignment expectations, safety protocols, and their daily responsibilities. After the review, the provider will sign an acknowledgment form, which will be saved in their records.

EDU HEALTHCARE BENEFITS

EDU Healthcare does offer premier performance incentives and employment benefits. Our competitive benefits help us retain talented providers, ensuring they continue delivering exceptional services to your district.

Benefits offered to our providers include but not limited:

- Competitive Compensation Packages, Including Bonuses and Stipends
- Retirement Plan with Matching Funds
- Multiple Healthcare Benefit Plans
- Continuing Education and Training via Reimbursement Program
- Mentorship Program
- Employee Discount Program



PROPOSAL ALIGNMENT

ALIGNMENT WITH SCOPE OF WORK

EDU Healthcare, LLC affirms that our proposal is fully aligned with the Scope of Work outlined in the Ocean Springs School District's Request for Proposal for Special Education and Related Services. We are prepared to provide qualified and credentialed professionals across all required service areas, including—but not limited to—Speech-Language Pathology, Occupational Therapy, Physical Therapy, School Psychology, Counseling, and Special Education Instruction.

Our operational model supports the full-service lifecycle, encompassing the recruitment, credentialing, onboarding, placement, and ongoing clinical supervision of professionals who meet all licensure and certification requirements as established by the Mississippi Department of Education and applicable federal law, including IDEA and Section 504 of the Rehabilitation Act.

EDU Healthcare's workforce includes:

- Licensed Speech-Language Pathologists (SLPs) and SLP Assistants, certified by ASHA and state licensure boards
- Occupational Therapists (OTs) and COTAs, licensed and experienced in school-based interventions
- Physical Therapists (PTs), trained in pediatric and educational mobility support
- Licensed School Psychologists, trained in FIE, eligibility determination, and behavioral interventions
- Certified Special Education Teachers, familiar with differentiated instruction and IEP-driven curriculum
- Counselors and Behavioral Specialists, credentialed to support mental and emotional well-being aligned with IEP services

Our professionals are thoroughly trained in data-driven intervention models, IDEA compliance, and the use of electronic IEP management systems, ensuring seamless integration with district workflows. Each provider is supported by our internal quality assurance team to ensure documentation accuracy, service consistency, and adherence to timelines for progress reporting, ARD/IEP participation, and goal monitoring.

Additionally, EDU Healthcare is fully prepared to meet all travel, scheduling, and documentation expectations as listed in the RFP. Our service delivery model is flexible and scalable, capable of supporting both long-term and short-term assignments, and responsive to mid-year placement needs.

We confirm that we have no deviations from the Scope of Work as outlined in the RFP. EDU Healthcare is fully committed to partnering with Ocean Springs School District to enhance student access to high-quality special education and related services, delivered with professionalism, compliance, and compassion.

DIFFERENTIATING FEATURES OF EDU HEALTHCARE'S APPROACH

EDU Healthcare stands apart through a comprehensive, values-driven model that ensures exceptional service delivery and strong partnerships with educational institutions. Unique aspects of our approach include:

DIRECT EMPLOYMENT MODEL – NO POOL OR 1099 PROVIDERS

EDU Healthcare does not maintain a rotating pool of independent contractors. All of our providers are



employed directly by our organization—not hired as 1099 contractors. This allows us to offer greater continuity of care, control over compliance and credentialing, and stronger professional development. Providers are hired specifically for school-based assignments and become part of our internal team, ensuring accountability and long-term placement stability.

EDUNIVERSITY – PROVIDER ENRICHMENT PLATFORM

EDU Healthcare offers in-house professional development through EDUniversity, an exclusive resource offering ongoing training modules aligned with clinical standards, state regulations, and school district-specific needs.

NATIONAL REACH WITH LOCAL FOCUS

We provide services in school districts across the U.S., yet maintain a responsive, localized approach. This allows us to scale resources quickly while remaining attentive to district-specific goals and cultural considerations.

FAMILY-FOUNDED, MISSION-DRIVEN

As a company founded by a Speech-Language Pathologist and her husband—parents of a child with special needs—our leadership understands firsthand the critical impact of high-quality support services in school settings. This passion informs every facet of our operations.

DEDICATED CLIENT RELATIONSHIP MANAGERS

Our Client Services team is available 24/7 and is assigned to support each district individually. This ensures fast response times, consistent communication, and personalized solutions throughout the duration of the contract.

RIGOROUS PRE-PLACEMENT MATCHING PROCESS

Our multi-tiered candidate assessment process goes beyond standard screening. We utilize skill checklists, behavioral evaluations, and district compatibility assessments to ensure each placement is successful and sustainable.

ROBUST COMPLIANCE & CREDENTIALING INFRASTRUCTURE

We employ a credentialing team with expertise in school-based regulatory compliance. All providers are thoroughly vetted through primary-source verification, criminal background screening, and ongoing license monitoring—ensuring continuous alignment with the highest standards.

ETHICAL AND TRANSPARENT BUSINESS PRACTICES

We maintain strict adherence to HIPAA, FERPA, and state-specific privacy laws. Additionally, we will never submit candidates outside of their licensed scope of practice or without full credentialing documentation.

EDU Healthcare’s holistic, student-centered model is designed not only to fulfill contractual obligations but also to elevate the quality of educational support services across the districts we serve.



SCOPE OF SERVICE

SCOPE OF WORK

EDU Healthcare, LLC proposes to deliver comprehensive School-Based Speech Language Pathology Services to the Ocean Springs School District for the 2025–2026 school year, including extended school year (ESY) services as needed. Our services will align with federal and state requirements, including IDEA and Mississippi State Board Policy 74.19, and fully integrate into the district's procedures and platforms.

A. Evidence-Based School-Based Therapy

EDU Healthcare will implement best practices in the delivery of school-based speech language pathology services, including direct and indirect therapy, consultation, and evaluation. Services will be student-centered, outcome-driven, and consistent with the student's IEP or ISP. Therapy will focus on promoting access to the general curriculum for students ages 3–21.

B. Development and Compliance of IEPs and ISPs

Our licensed speech-language pathologists will:

- Develop and implement IEPs and ISPs in collaboration with school teams, including parents and relevant professionals.
- Participate in eligibility meetings, annual reviews, and reevaluations.
- Ensure that all documents meet state and federal compliance requirements.

C. Use of District Platforms

EDU Healthcare's providers will utilize the Ocean Springs School District's designated platform for drafting, editing, and maintaining IEPs and ISPs. All team members will receive training and demonstrate proficiency in using the system to ensure seamless integration.

D. Compliance with Laws and Policies

All services will be performed in accordance with:

- Individuals with Disabilities Education Act (IDEA),
- Mississippi Department of Education Policies and Procedures,
- State Board Policy 74.19, and
- All relevant federal and state laws related to children with disabilities.

E. Data Collection and Educational Benefit Documentation

EDU Healthcare will use a structured and secure process to maintain and track student progress data. This includes:

- Collecting measurable data aligned with each student's IEP goals.
- Providing progress reports as specified in the IEP.
- Ensuring documentation clearly demonstrates the educational benefit and informs any necessary program adjustments.



F. Specialized Training and Support

Upon request, EDU Healthcare will provide professional development and consultation for:

- School administrators,
- General and special education teachers, and
- Parents.

Topics will include communication disorders, service implementation, and strategies to support student success in the school environment.

G. Adherence to District Policies

EDU Healthcare staff and contractors will comply with all Ocean Springs School District policies and procedures, including those related to:

- Background checks,
- Child abuse registry clearances, and
- On-campus protocols.

H. Service Delivery Timeline

All services will be provided for the **2025–2026 school year**, beginning July 1, 2025, through June 30, 2026, including **extended school year (ESY)** services as determined by student needs and district scheduling.

SPEECH LANGUAGE PATHOLOGY SERVICES

Our Speech-Language Pathologists demonstrate expertise in addressing the diverse speech therapy needs found in student populations. After assessing demonstrated needs, our Speech-Language Pathologists determine the type of therapy plan required to address these specific needs and improve students' academic performance. For example, our Speech-Language Pathologists commonly provide individual and group therapy sessions to teach students to articulate sounds, improve vocal pitch, implement alternative communication methods, correct speech impediments, and compensate for literacy disabilities, including dyslexia and dyscalculia. Our Speech-Language Therapists also design intervention for students who struggle in the areas of:

- Fluency
- Reading and Writing
- Social Skills
- Correct Word Usage & Word-Finding
- Developmental Delays
- Letter/Sound Knowledge
- Oral Language Comprehension and Use of Verbal Language

Our Speech-Language Pathologists are careful to document initial student evaluations, diagnoses, therapy plans, and any changes that occur during treatment until a student undergoes a final evaluation and concludes their therapy plan. They also regularly consult with parents/guardians, other specialists, and educators so that these important individuals have a complete understanding of the student's treatment



and the progress occurring in therapy. Through their efforts, EDU Healthcare's Speech-Language Pathologists increase students' access to the education provided by your district; these students will demonstrate improved outcomes in both school and home environments.

Throughout the therapy process, our Speech Therapists communicate with parents/guardians so that they are able to provide support and receive training, if necessary, in order to facilitate their children's treatment while in the home. Our Speech Therapists also consult with appropriate district faculty and staff members, as well as other healthcare providers, so that they understand and can implement any accommodations required for a student's treatment while at school. Our Speech Therapists involve other therapy professionals in these treatment plans, should their expertise be required, and only incorporate evidence-based therapeutic techniques that directly address education and developmental goals as outlined in the IEP process.

ADMINISTRATION OF THERAPY SERVICES

EDU Healthcare offers services that support school districts in their efforts to provide therapy and related services to students with mental, physical, emotional, and/or social health concerns. EDU Healthcare's targeted areas of service and support include:

- Working collaboratively with a multidisciplinary team.
- Delivering therapeutic services to students in home and school environments.
- Scheduling assessment sessions with parents/guardians, faculty, staff, and/or other professionals, as appropriate.
- Interpreting and explaining assessment and therapy results in clear, correct language.
- Participating in planning sessions with parents/guardians, educators, staff, and other professionals.

Our therapists also ensure compliance with federal and state regulations for providing services, collect and analyze data on educational services and outcomes, provide guidance and oversight related to budgets for state and federal special education funds, and coordinate dispute resolutions as required by state and federal regulations.

EXPERIENCE WITH WORKING WITH IEP TEAMS

Each student's Individualized Education Program guides the delivery of therapy services by addressing academic and personal modifications, specific instructional needs, measurements to best determine successful outcomes, and present levels of academic and personal performance. Therefore, therapists are often an essential part of a student's IEP team, and their involvement in IEP meetings is paramount. EDU Healthcare ensures that the highly qualified therapy services that we offer our client partners includes active participation in the IEP meeting, as well as assistance or direction in the creation of effective IEPs for students with therapeutic needs. These therapists then ensure that students, families/guardians of students, and other faculty and staff members who are unfamiliar with the importance or function of the IEP develop a thorough understanding of its process, goals, and outcomes.



QUALITY ASSURANCE & CULTURAL COMPETENCE

QUALITY ASSURANCE MEASURES

EDU Healthcare, LLC maintains a robust quality assurance framework to ensure consistent, high-quality service delivery across all placements. Our approach includes:

- **Comprehensive Onboarding & Training:** All providers undergo a rigorous onboarding process that includes clinical orientation, district-specific protocols, compliance training, and access to our EDUniversity platform for continuing education and skills enhancement.
- **Ongoing Supervision & Performance Monitoring:** Each provider is assigned a dedicated Relationship Manager who conducts regular check-ins, provides coaching, and ensures adherence to best practices. Clinical performance is reviewed through feedback from district personnel, self-assessments, and outcome-based evaluations.
- **Credentialing & Compliance Oversight:** Our internal credentialing department verifies licensure, certifications, background checks, and health records using primary source verification. Compliance is continuously monitored to ensure alignment with local, state, and federal regulations.
- **Service Delivery Audits:** EDU Healthcare performs periodic internal audits to assess documentation accuracy, adherence to service plans, and overall satisfaction from school administrators and students served.
- **Responsive Client Support:** We offer 24/7 access to our Client Services Team to address concerns, staffing needs, or performance issues promptly. We maintain a proactive, solution-oriented approach to issue resolution and service optimization.

CULTURALLY RESPONSIVE & INCLUSIVE SERVICES

EDU Healthcare is deeply committed to equity, inclusion, and cultural responsiveness in all service delivery. We recognize the rich diversity of student populations and tailor our approach to meet the unique needs of every child. Our practices include:

- **Diverse Talent Recruitment:** We actively recruit bilingual and bicultural professionals and strive for a workforce that reflects the diversity of the communities we serve. Our recruitment outreach is inclusive and nationwide, allowing us to draw from a wide talent pool.
- **Cultural Competence Training:** All staff receive training on cultural humility, implicit bias, trauma-informed practices, and inclusive communication strategies. These trainings are updated regularly to reflect evolving best practices and community needs.
- **Individualized, Student-Centered Planning:** Our providers incorporate culturally responsive strategies into their assessments, interventions, and service plans. We emphasize respect for each student's



background, language, and lived experiences as foundational to effective care.

- **Collaboration with Families and Community:** We promote family engagement and communication, ensuring that families are active partners in their child's educational and therapeutic journey. We offer language support and interpretation services where needed.
- **Ongoing Reflection & Accountability:** We continuously evaluate our practices and seek feedback from school partners to improve cultural responsiveness and identify opportunities for greater inclusion.

EDU Healthcare believes that high-quality care must also be equitable and inclusive. We are proud to deliver services that not only meet technical standards but also honor the identities, experiences, and voices of the students and families we serve.

INTERVENTION PROCESS

At EDU Healthcare, our providers work collaboratively with the school district, therapy teams, and families to support instruction, therapy, and related educational services for students. Our skilled professionals specialize in creating individualized assessments, implementing targeted interventions, and providing ongoing consultations. They assist school staff in developing functional therapies, reviewing instructional needs, and setting specific goals and objectives for therapy plans.

Additionally, our therapists synthesize and communicate information in a clear and accessible manner, ensuring it can be easily understood by others. This approach informs student instruction and enhances overall educational outcomes.

DATA COLLECTION & REPORTING

EDU Healthcare practices ensure valid data collection and reporting. EDU Healthcare Therapists provide a weekly and/or monthly schedule of services directed by administration preference. Documentation of progress is an expected requirement; ongoing progress and outcome documentation shall be accessible to any district administrator upon request.

COMMUNICATION

At EDU Healthcare, our objective is to promptly address any staffing or performance concerns that may arise with both the school district and our providers. Throughout the duration of our contract, our recruiting team maintains regular communication with providers to ensure placements are successful, student caseloads are managed effectively, and feedback is actively solicited.

Our management team engages in consistent communication before, during, and after contract award. This dialogue begins with the school district to guarantee that the needs of students are being met appropriately. We monitor how well our providers adhere to the scope of services and address the specific needs of the students. Providers are committed to reviewing documentation, Individualized Education Programs (IEPs), and family requirements while keeping district administrators informed of schedules and outcomes.



PERFORMANCE REVIEWS

We strive to adequately match our clients with providers of the correct background and experience to effectively serve the client's particular needs. Our company will complete the performance evaluation process on an annual basis (minimally) for each provider active during the fiscal year. This review will record reported provider strengths and areas for improvement and training. The review process takes into account client feedback, as well as provider feedback, to evaluate services and to assist providers in growing in their practice areas and their client sites.

CONTINUING EDUCATION

Our success, both now and in the future, depends on the quality of services our providers deliver at our client sites. An important element of providing high quality services is maintaining awareness of changes in research, best practices, state, federal, and professional regulations. EDU Healthcare recognizes that the primary method of obtaining this information is through continuing educational opportunities; offered by EDU Healthcare. Our providers are also encouraged to seek on-site training opportunities directly related to their practice. A record of training and continuing education is maintained by both our office and the provider.

EQUAL EMPLOYMENT

EDU Healthcare is committed to being an Equal Employment Opportunity (EEO) employer. It is the policy of the company to recruit, hire, place, promote, demote, transfer, select for training, lay off, terminate, and make all employment-related decisions and administer personnel actions without regard to race, color, religion, age, sex, national origin, ancestry, marital status, sexual orientation, disability, or status as a recipient of public assistance, in compliance with applicable federal, state, and local laws.

It is the policy of EDU Healthcare to comply with all applicable laws regarding the non-discrimination of individuals with disabilities. The company will provide reasonable accommodations to qualified individuals with disabilities who request such accommodations and notify the district of their specific needs, as required by law. All information related to an employee's disability and the accommodations requested or provided will be maintained in strict confidence, consistent with applicable legal requirements.

RELATIONSHIP MANAGEMENT

EDU Healthcare's Relationship Management Team works tirelessly to foster open, mutually beneficial relationships with both our districts and providers. Our management team is available to district administrators 24/7, and they are encouraged to contact our Senior Director of Client Services for time-sensitive concerns, regardless of the day or hour. Our Relationship Management Team is committed to ensuring the continuity of vital services to students.

While we are eager to address any disruptions in services, our Relationship Management Team also engages with districts to cultivate lasting partnerships beyond the contract period. Our goal is to uphold our reputation for providing excellent therapeutic services along with responsive administrative and client support.



CHANGE MANAGEMENT

EDU Healthcare has taken a proactive approach to change management processes by implementing strategies that anticipate challenges and streamline transitions effectively. By setting standards through our KPIs and reinforcing incentives and recognition for our employees, we promote a culture of excellence.

In our change management strategy, we prioritize comprehensive training, cross-training, employee development, and mentorship programs within our organization to ensure that our team is well-equipped to adapt to change. Additionally, we have outsourced certain key responsibilities—such as payroll, taxes, and financial oversight—to mitigate the risk of information loss resulting from voluntary or involuntary turnover. To address potential impacts on client support activities due to turnover, we will either rely on existing internal candidates or actively recruit external candidates to maintain service continuity.

LEAVE OF ABSENCE MANAGEMENT

We understand that leaves of absence may occasionally arise during employment. EDU Healthcare employees may be granted leaves of absence for medical, family, or emergency reasons, pending joint approval from our management department and district administrators. Requests for leave must include supporting documentation and should be submitted to both EDU Healthcare and the appropriate district administrators. These requests may include:

- Funeral Leave
- Jury Duty
- Voting
- Military Leave
- Injury

If leaves of absence extend to a point that results in a loss of services, EDU Healthcare will collaborate with the district to replace the provider—either temporarily or permanently—to ensure the continuity of services. Leaves of absence due to injury or subsequent disability may necessitate reasonable accommodations for the service provider to perform their job upon their return. If a requested accommodation imposes an undue hardship on our clients or EDU Healthcare, we reserve the right to seek a replacement for the provider, pending client approval. It is important to note that we facilitate employment contracts with every provider, which legally bind both EDU Healthcare and the employee to the specified terms regarding leaves of absence. This clause allows us to replace providers efficiently, ensuring uninterrupted service to our clients. We always prioritize obtaining client approval before terminating an employment contract due to a leave of absence or undue hardship.

CONFIDENTIALITY

All personnel records and patient/student-related information will be maintained confidentially by EDU Healthcare and its employees, including providers working at client sites. Security and privacy are of utmost importance to EDU Healthcare management. All personnel are required to adhere to HIPAA standards of confidentiality and are actively engaged in preventing any misuse or misappropriation of student, patient, and employment records.



SIMILAR PROJECTS, PAST PERFORMANCE

Similar Projects & Past Performance

EDU Healthcare has a longstanding history of successfully delivering special education and related services to large, diverse school districts across the country. Our experience spans nearly a decade in some of the most dynamic and high-need educational settings, where we have consistently demonstrated the ability to scale services, maintain compliance, and contribute to positive student outcomes.

Acero Schools – Chicago, IL

Since 2016, EDU Healthcare has been a trusted provider of comprehensive special education staffing for Acero Schools, a network of public charter schools serving approximately **7,000 students** across 15 campuses in the greater Chicago area. Our partnership has included the successful placement and management of professionals across multiple disciplines, including Speech-Language Pathologists (SLPs), Occupational Therapists (OTs), Physical Therapists (PTs), Registered Nurses (RNs), Licensed Clinical Social Workers (LCSWs), School Psychologists, Special Education Teachers, Guidance Counselors, and Paraprofessionals. This long-standing relationship highlights our ability to manage multi-role, multi-site service delivery in an urban charter school environment.

DeKalb County School District – Stone Mountain, GA

From 2017 to 2024, EDU Healthcare served the DeKalb County School District—**Georgia's third-largest school district**, educating more than **93,000 students** across 138 schools and centers. In this large and complex educational ecosystem, EDU Healthcare provided a wide array of specialized professionals, including Speech-Language Pathologists, Certified Occupational Therapy Assistants (COTAs), Physical Therapists, Licensed Practical Nurses (LPNs), and RNs. Our scope of work included supporting IEP development and execution, participating in RTI and MTSS initiatives, and delivering therapy services aligned with IDEA compliance and state-specific mandates.

Shelby County Schools – Memphis, TN

EDU Healthcare began supporting Shelby County Schools in 2024, one of the largest public school districts in Tennessee, serving over **110,000 students**. In this role, we provide specialized professionals such as Speech-Language Pathologists, SLP Assistants, Sign Language Interpreters, Audiologists, Occupational Therapists, PTs, and COTAs. Our team works collaboratively with district personnel to support inclusive practices, ensure IEP compliance, and address the needs of students requiring complex support services, including those with hearing and communication challenges.

These projects reflect EDU Healthcare's proven capacity to manage large-scale contracts across multiple disciplines and regions. Our ability to adapt to district-specific policies, utilize electronic IEP systems, and maintain a high level of responsiveness has consistently positioned us as a reliable partner for public school systems seeking excellence in special education and related services.



PROJECT APPROACH / WORK PLAN

WORK PLAN / TECHNICAL APPROACH / PROJECT MANAGEMENT

EDU Healthcare, LLC is pleased to present a structured and responsive approach to delivering high-quality, student-centered **Speech Language Pathology (SLP) services** in compliance with all federal, state, and district regulations. Our service delivery model is rooted in best practices for school-based therapy, collaborative IEP development, and educational benefit tracking. The plan is fully aligned with the Ocean Springs School District's expectations for professionalism, communication, data-driven service, and accountability.

TECHNICAL APPROACH

Best Practice in School-Based Therapy

Our licensed speech-language pathologists (SLPs) implement evidence-based interventions tailored to each student's IEP goals. Services are provided in the least restrictive environment and focus on fostering communication skills that support academic access and social development. Therapy methods are research-supported, culturally responsive, and continuously monitored for effectiveness.

IEP/ISP Development and Compliance

We actively participate in the development of Individualized Education Programs (IEPs) and Individualized Service Plans (ISPs) for students enrolled in private schools. Our providers meet with school teams—including parents, teachers, and administrators—to ensure full legal compliance and meaningful goal setting aligned with the Mississippi State Board Policy 74.19 and IDEA.

Progress Monitoring and Data Maintenance

EDU Healthcare uses structured processes and digital tools to collect service data, measure student progress, and document educational benefit. Our SLPs provide progress reports as scheduled in each student's IEP and are trained in Results Driven Accountability (RDA) practices to ensure positive student outcomes.

Training and Consultation Support

Upon request, our providers offer professional development and consultative support to administrators, teachers, and families. Training topics include understanding speech-language impairments, implementing IEP goals in the classroom, and using communication strategies to support student engagement.



PROJECT MANAGEMENT APPROACH

Designated Project Lead

A dedicated Senior Clinical Manager will serve as the primary liaison to the Ocean Springs School District. This individual will oversee daily operations, ensure contract compliance, coordinate placements, and maintain open communication with district personnel.

Collaborative Planning and Onboarding

Prior to the start of services, we will hold a project kickoff meeting with the Director of Special Services and building leaders to establish expectations, service schedules, access to student information systems, and alignment with school calendars and events. Staff will be onboarded with a clear understanding of district-specific platforms and policies.

Adaptable and Scalable Service Delivery

We prioritize flexible staffing and scheduling solutions, including the ability to deliver services in-person or virtually. Providers are strategically matched to school sites based on their clinical background and experience with the student population.

Contingency Planning and Provider Coverage

We maintain a bench of credentialed providers available for back-up coverage to minimize service disruption due to unexpected absences, caseload changes, or emergent district needs. Our team proactively identifies and addresses any potential risks to service continuity.

Compliance and Quality Assurance

All staff undergo comprehensive background checks and child abuse registry screenings per Ocean Springs School District Policy FGDB. EDU Healthcare maintains full compliance with licensing, liability insurance, and worker's compensation requirements. Our internal QA process includes supervision, service audits, and professional development to uphold service excellence throughout the contract term.

EDU Healthcare is committed to delivering services that are effective, compliant, and student-focused.

Through our structured technical approach and dedicated project oversight, we will work collaboratively with the Ocean Springs School District to ensure the successful execution of this important initiative.



I. BASIC PROGRAM DESCRIPTION – Please see the following pages for answers.

Include an overview of the proposed services, which will allow the district to determine the quality of services to be provided based on the Criteria for Evaluation of Proposals. Additional space and/or attachments may be used to describe your Basic Program Description. Be sure to answer each area thoroughly.

Maximum points for each criterion are as follows:**MAXIMUM POINTS 100 pts**

- A.** Describe best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee. **20 pts.**

- B.** Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on the student's Individual Education Program (IEP) or Individualized Service Plan (ISP). **20 pts.**

- C.** Describe how you will provide specialized training and support for administration, teachers, and parents aligned with the individual student's disability and their IEP or ISP to promote progress in the educational environment, if requested to do so. **20 pts.**

- D.** Describe your evaluation process. **20 pts.**

- E.** Describe how you will ensure compliance with the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP. **10 pts.**

- F.** Describe how you will ensure compliance with the Ocean Springs School District Board of Trustees policies. **10 pts.**

BASIC PROGRAM DESCRIPTION- PART I ATTACHMENT A

A. Describe best practice regarding Speech Language Pathology therapy in a school setting to include processes, intervention/therapy, and promoting access to the general curriculum for all students ages 3-21 recommended by the IEP committee.

A. Best Practice Regarding Speech Language Pathology Therapy in a School Setting

EDU Healthcare's approach to school-based Speech Language Pathology (SLP) services is rooted in evidence-based practices, a collaborative service delivery model, and strict adherence to IDEA, Mississippi State Board Policy 74.19, and district-specific guidelines. Our goal is to ensure that all students, ages 3–21, receive communication support that enhances functional access to the general education curriculum, promotes independence, and contributes to academic and social success.

EVALUATION AND ELIGIBILITY PROCESS

Best practice begins with a comprehensive, educationally relevant evaluation that informs eligibility under IDEA and guides the development of an appropriate IEP. Our evaluations include:

- Standardized and non-standardized assessments
- Observations in naturalistic settings (e.g., classrooms, playgrounds)
- Teacher and parent interviews
- Review of academic records and prior interventions

Evaluations are interpreted through the lens of how a student's communication impairment affects educational performance, not merely based on test scores. A full written report includes measurable baseline data, diagnostic impressions, and actionable recommendations.

INDIVIDUALIZED THERAPY PLANNING

Once eligibility is established, our licensed Speech-Language Pathologists work with the IEP team to develop measurable, standards-based goals tailored to the student's present levels of performance. Each goal aligns with:

- The Mississippi College- and Career-Readiness Standards
- The student's grade level curriculum
- Functional needs that support social, academic, and vocational development

Goals are written to be **SMART** (Specific, Measurable, Achievable, Relevant, and Time-bound), ensuring alignment with data collection and progress monitoring protocols.

SERVICE DELIVERY MODELS

We provide therapy through a variety of flexible service delivery models based on individual needs and least restrictive environment (LRE) requirements:

- **Pull-Out Services:** Targeted one-on-one or small group instruction in a designated therapy space to address articulation, fluency, language, or voice goals.



- **Push-In/Integrated Services:** Therapy conducted within the general education or special education classroom to embed communication strategies into academic instruction.
- **Consultative Support:** Collaboration with teachers, instructional aides, and parents to provide indirect support, training, and accommodations.
- **Hybrid/Virtual Services:** As needed, services may be delivered virtually with equal fidelity using HIPAA- and FERPA-compliant platforms.

EVIDENCE-BASED INTERVENTIONS

Our clinicians are trained and supervised in the implementation of evidence-based interventions, which are selected based on diagnosis, individual response, cultural considerations, and educational relevance.

Examples include:

- Expanding Expression Tool (EET) for expressive language
- Cycles Approach or Minimal Pairs for phonological processing
- Social Thinking® and Zones of Regulation® for pragmatic language and emotional regulation
- AAC (Augmentative and Alternative Communication) tools such as PECS, Proloquo2Go, and LAMP Words for Life
- Visual and Auditory Cueing Techniques for speech sound production
- Narrative language development to enhance comprehension and writing skills

Interventions are designed to help students build skills that generalize beyond therapy sessions and into real-world academic and social situations.

PROMOTING ACCESS TO THE GENERAL CURRICULUM

Speech-language services are designed to bridge the gap between communication barriers and curriculum access. This is achieved through:

- Integration of IEP goals with classroom content (e.g., using vocabulary and sentence structures from science or social studies during therapy)
- Collaboration with general education teachers to support differentiated instruction and ensure accessibility
- Recommendations for assistive technology or accommodations such as visual schedules, speech-to-text tools, or preferential seating
- Social communication groups that foster peer interaction and inclusion

Students receiving SLP services are better equipped to:

- Follow multi-step directions
- Participate in classroom discussions
- Comprehend grade-level texts
- Express their needs and ideas effectively

FAMILY AND STAFF COLLABORATION

Family engagement and team collaboration are central to our model. EDU Healthcare SLPs:

- Participate in IEP meetings and parent conferences



- Provide training to caregivers on how to support speech and language goals at home
- Collaborate regularly with classroom teachers to reinforce skills within academic tasks
- Contribute to multidisciplinary teams and behavior intervention plans when communication is a factor

PROGRESS MONITORING AND OUTCOME MEASUREMENT

We use data-driven decision-making to evaluate therapy effectiveness:

- Data is collected during every session using structured probes or rubrics
- Progress is documented and reported quarterly (or more frequently if required by the IEP)
- Adjustments to intervention strategies or service delivery are made based on student responsiveness
- Data is aligned with Results Driven Accountability (RDA) principles to ensure demonstrable educational benefit

CONCLUSION

EDU Healthcare's SLP services represent the highest standard of clinical quality, educational relevance, and team-based collaboration. By adhering to best practices across evaluation, planning, intervention, and monitoring, we empower students with communication disorders to access the general curriculum, engage meaningfully with peers and educators, and reach their full academic and personal potential.

B. Describe your process to maintain student data to report progress (Results Driven Accountability) for educational benefit as outlined on the student's Individual Education Program (IEP) or Individualized Service Plan (ISP).

Maintaining Student Data to Report Progress (Results Driven Accountability) for Educational Benefit

EDU Healthcare, LLC utilizes a robust, compliant, and systematic process to collect, document, monitor, and report student progress toward IEP and ISP goals. Our model aligns with Results Driven Accountability (RDA) as defined by the U.S. Department of Education's Office of Special Education Programs (OSEP) and is designed to demonstrate measurable educational benefit, inform instructional decision-making, and ensure legal compliance.

INITIAL DATA COLLECTION AND BASELINE ESTABLISHMENT

At the start of service delivery, our Speech-Language Pathologists (SLPs) review each student's IEP or ISP and gather **baseline data** aligned with the present levels of academic achievement and functional performance (PLAAFP). This process includes:

- Conducting informal and formal assessments to validate current skill levels
- Documenting data through observation, work samples, and diagnostic probes
- Establishing clear entry points for each IEP/ISP goal to track longitudinal progress

The baseline serves as a critical reference point for determining growth and effectiveness of interventions.

GOAL ALIGNMENT AND DATA COLLECTION PROTOCOLS

Each IEP/ISP goal is reviewed to ensure it is **SMART** (Specific, Measurable, Achievable, Relevant, and Time-bound). SLPs create data collection plans that outline:



- **What** is being measured (e.g., articulation accuracy, expressive vocabulary, language comprehension)
- **How** it will be measured (e.g., frequency count, percentage accuracy, rubric scoring)
- **When** data will be collected (e.g., each session, weekly, monthly)
- **Under what conditions** (e.g., structured task, spontaneous conversation, classroom integration)

We use data sheets, digital therapy logs, and custom tracking templates tailored to each student's goal and measurement criteria.

DOCUMENTATION TOOLS AND DISTRICT INTEGRATION

EDU Healthcare clinicians utilize secure, compliant digital platforms and documentation tools that integrate with the Ocean Springs School District's IEP management system, ensuring:

- Centralized access to current data for authorized staff
- Real-time entry of therapy notes, session attendance, and goal-specific data
- Alignment with the district's documentation and audit standards

Our team is trained on the district's reporting platform and complies with all procedural guidelines for inputting service logs and progress summaries.

PROGRESS MONITORING AND REVIEW CYCLE

Progress toward each goal is monitored continuously. Our SLPs conduct routine analysis of collected data to evaluate growth trends and determine whether instructional strategies are effective. This includes:

- Graphing data over time to visually assess progress
- Comparing current performance to baseline levels and mastery criteria
- Reviewing progress at **quarterly intervals** (or more frequently if specified by the IEP)

If a student is **not making adequate progress**, the provider will:

- Document and analyze potential barriers
- Adjust strategies, materials, or service delivery as needed
- Consult with the IEP team to consider revising goals or supports

REPORTING PROGRESS TO STAKEHOLDERS

Progress is formally reported to parents, teachers, and administrators according to the IEP timeline, typically at the same intervals as general education report cards. Each progress report includes:

- Description of the student's current performance
- Quantitative data compared to goal criteria
- Qualitative notes regarding behavior, effort, and participation
- Recommendations for continued instruction or changes if necessary

Reports are submitted using the district-approved format and platform and are available for IEP reviews, parent conferences, and state monitoring.



ENSURING EDUCATIONAL BENEFIT THROUGH RDA

EDU Healthcare ensures that our services result in **educational benefit** by:

- Using student performance data to guide therapy decisions
- Making instructional changes when progress plateaus or regresses
- Collaborating with educators to reinforce skills across contexts
- Participating in IEP team meetings to make data-informed decisions

Our process directly supports the **Results Driven Accountability** framework by focusing not just on compliance (i.e., that services are delivered) but on **outcomes**—that services lead to meaningful improvements in student functioning and access to education.

AUDIT-READY RECORDS AND FERPA COMPLIANCE

All data is stored in accordance with **FERPA** and **IDEA** confidentiality requirements. Our staff:

- Securely stores all documentation on encrypted, password-protected systems
- Maintains organized logs of service delivery and progress data
- Is prepared to produce audit-ready documentation during district or state reviews

SLPs receive annual training on data management, confidentiality, and recordkeeping in line with federal and Mississippi-specific guidelines.

CONCLUSION

EDU Healthcare's process for managing student data and reporting progress is designed to support accountability, transparency, and improved outcomes. By combining structured data protocols, district-aligned tools, and a focus on educational benefit, we ensure our services meet the highest standards of quality and compliance. Our approach gives IEP teams the actionable insights they need to make timely, informed decisions that promote each student's success.

C. Describe how you will provide specialized training and support for administration, teachers, and parents aligned with the individual student's disability and their IEP or ISP to promote progress in the educational environment, if requested to do so.

Specialized Training and Support for Administration, Teachers, and Parents

EDU Healthcare, LLC is committed to supporting educational equity and student success through targeted, collaborative training and consultative support. We recognize that students with speech and language impairments thrive best when instructional staff and caregivers are empowered with knowledge, strategies, and tools that reinforce IEP/ISP goals across settings. Upon request, our licensed Speech-Language Pathologists (SLPs) provide specialized, disability-specific training and technical assistance to school personnel and families to promote meaningful progress in the educational environment.

TAILORED, NEEDS-BASED PROFESSIONAL DEVELOPMENT

We offer customized training sessions that are responsive to the needs of individual students, school sites, and district goals. Trainings are developed and delivered based on:



- The nature and severity of the student's communication disorder
- The student's IEP or ISP goals and supports
- Input from IEP teams, including parents, teachers, and administrators
- District priorities such as inclusion, MTSS, or behavior management

Training content is aligned with **best practices in school-based therapy**, the **Mississippi State Board Policy 74.19**, and **IDEA mandates**, and includes evidence-based interventions relevant to the general education classroom.

Examples of training topics include:

- Strategies for supporting students with articulation, language, and fluency disorders
- Techniques for promoting expressive/receptive language in the classroom
- Classroom modifications and communication accommodations
- Supporting students with pragmatic (social) language difficulties
- Use of visual supports and augmentative/alternative communication (AAC) systems
- Helping students generalize therapy skills into daily instruction
- Parent strategies for speech and language carryover at home

Trainings are structured to be **interactive and practical**, including real-life case examples, sample activities, and opportunities for Q&A.

DIRECT CLASSROOM AND TEACHER SUPPORT (CONSULTATIVE MODEL)

Beyond formal trainings, our SLPs routinely provide **in-situ support** through classroom-based collaboration and ongoing consultation:

- Collaborating with general and special educators to implement IEP goals within the daily instructional framework
- Coaching teachers on strategies that enhance participation in oral language tasks, literacy activities, and social interaction
- Assisting with the development of visual schedules, cue cards, and academic scaffolds to support communication
- Offering in-class modeling of language facilitation techniques during instructional periods or small group work

This embedded, real-time coaching helps teachers feel confident and equipped to meet the communication needs of diverse learners.

ADMINISTRATOR SUPPORT AND COMMUNICATION

Our project management team and clinical supervisors maintain consistent communication with **campus administrators and district leaders** to:

- Align training opportunities with campus-wide professional development initiatives
- Respond to concerns regarding specific student needs or caseload complexity



- Assist with crisis planning or emergency evaluations where communication is a factor (e.g., selective mutism, trauma-related speech loss)

When requested, administrators are invited to participate in training sessions or receive individualized briefings about best practices in managing students with communication challenges.

FAMILY AND CAREGIVER ENGAGEMENT

EDU Healthcare believes families are essential partners in a student's success. To that end, we offer:

- **Parent education sessions** tailored to their child's disability, goals, and intervention strategies
- Written guides or visual aids (e.g., home practice activities, cue cards, articulation charts)
- Live or virtual Q&A sessions to build parent confidence and increase engagement in the IEP process
- Translation or interpreter services, as needed, to ensure equitable access for all families

Our SLPs ensure that families understand **how speech and language disorders affect learning** and **what they can do at home to reinforce progress**. All communication complies with **FERPA** and respects the family's language, cultural background, and preferences.

FLEXIBILITY IN DELIVERY FORMAT AND SCHEDULING

Training and support are available in multiple modalities to fit the scheduling needs of busy educators and families:

- On-campus workshops (before/after school or during planning periods)
- Individual or small group consultation sessions
- Synchronous or asynchronous virtual trainings
- Video tutorials and handouts for review and reference

All sessions are documented in accordance with district procedures and linked to relevant IEP documentation when applicable.

TRACKING, EVALUATION, AND FOLLOW-UP

We track all training activities provided to district staff and parents to ensure accountability and quality. After each session, participants are invited to complete a **feedback form** to help evaluate:

- Relevance of content
- Clarity of delivery
- Applicability to student needs
- Requests for additional topics or follow-up support

This feedback is reviewed by our **Clinical Manager** and informs future professional development planning.

CONCLUSION

At EDU Healthcare, we believe that building the capacity of **teachers, administrators, and families** is key to promoting sustained student progress. Our approach to training and support is **proactive, personalized, and**



collaborative, ensuring that all stakeholders are empowered to help students with communication disorders achieve success in the classroom, at home, and beyond.

We are ready and equipped to provide this level of support upon request, fully in alignment with Ocean Springs School District policies, IDEA, and the individualized goals of each IEP or ISP.

D. Describe your evaluation process.

EDU Healthcare, LLC follows a comprehensive, multidisciplinary, and educationally relevant evaluation process designed to determine eligibility for Speech Language Pathology (SLP) services under the **Individuals with Disabilities Education Act (IDEA)** and **Mississippi State Board Policy 74.19**. Our evaluation process is aligned with the Ocean Springs School District's standards for student-centered decision-making, compliance, and instructional relevance.

REFERRAL AND REVIEW OF EXISTING DATA

The evaluation process begins when a referral is made by a teacher, parent, or other member of the IEP team. Our SLPs:

- Review existing student data (e.g., academic records, prior assessments, teacher observations)
- Consult with the student's educational team to gather insight into specific concerns
- Conduct classroom observations, when appropriate, to determine how suspected speech or language deficits impact academic performance and peer interaction

This **Review of Existing Evaluation Data (REED)** informs the need for formal testing and identifies areas to assess.

PARENTAL CONSENT AND COLLABORATION

Before any formal testing occurs, **informed written consent** is obtained from the parent/guardian, as required by IDEA. Our providers:

- Explain the purpose, scope, and nature of the evaluation in a clear, accessible manner
- Answer any questions the family may have about the assessment process
- Offer translated materials and interpreter support if needed

Collaboration with parents continues throughout the evaluation, ensuring a **family-centered approach**.

SELECTION OF ASSESSMENT TOOLS

All assessments are conducted using **valid, reliable, and culturally appropriate tools** that align with the student's suspected areas of need and developmental level. Our SLPs select a combination of:

- **Standardized tests** (e.g., CELF-5, GFTA-3, PPVT-5, CASL-2)
- **Criterion-referenced tools** and rubrics
- **Language sampling and conversational analysis**
- **Classroom-based assessments** (e.g., curriculum-based measures)
- **Pragmatic language checklists** and rating scales from teachers and parents



Assessments are selected with care to ensure **non-discriminatory practice**, especially for students who are English Language Learners (ELLs) or have diverse cultural/linguistic backgrounds.

FUNCTIONAL AND EDUCATIONAL IMPACT ASSESSMENT

In line with **educational relevance mandates** under IDEA and Mississippi policy, our evaluations emphasize how communication deficits affect the student's:

- Access to the general education curriculum
- Ability to follow directions, express ideas, or interact socially
- Participation in classroom routines and group learning
- Overall academic performance, especially in language-heavy subjects (reading, writing)

The focus is not only on identifying impairments, but on evaluating whether those impairments result in a **measurable adverse effect** on educational performance.

OBSERVATIONS AND INTERVIEWS

To provide a well-rounded picture of the student, our SLPs incorporate:

- **Direct observations** in academic and/or social settings
- **Teacher and parent interviews** using structured and semi-structured formats
- **Collaboration with related service providers** (OT, PT, school psychologists) as part of a multidisciplinary team

This approach helps differentiate between language differences, developmental delay, and true communication disorders.

ANALYSIS AND INTERPRETATION OF RESULTS

Assessment results are synthesized to form a clear diagnostic picture. Our SLPs:

- Analyze patterns across multiple measures
- Compare student performance to developmental norms and classroom expectations
- Determine presence or absence of a speech-language impairment per eligibility criteria

Interpretation is individualized, student-centered, and free from bias, ensuring a **valid eligibility determination**.

COMPREHENSIVE EVALUATION REPORT

Following assessment, a formal **Evaluation Report** is developed, including:

- Detailed description of each assessment tool used
- Quantitative results and qualitative findings
- Summary of student strengths and challenges
- Interpretation of how identified deficits impact educational performance
- Recommendations for eligibility, goals, accommodations, and service delivery



The report is written in **parent-friendly language** and is shared with the IEP team prior to the eligibility meeting.

IEP TEAM PRESENTATION AND RECOMMENDATIONS

Our SLPs participate in the **eligibility/IEP meeting**, present their findings, and collaborate with the team to:

- Determine if the student qualifies under the category of “Speech or Language Impairment”
- Develop goals based on areas of need
- Recommend service frequency, delivery model, and accommodations
- Answer questions from the team and provide clarity around the evaluation process and outcomes

RE-EVALUATIONS AND ONGOING REVIEW

Re-evaluations are conducted at least every **three years**, or earlier if requested by the IEP team. Our re-evaluation process follows the same rigorous standards and emphasizes whether the student continues to need services and is benefiting from the current supports.

We also conduct **interim reviews or progress updates** when:

- There are concerns about a student’s current placement or services
- There is a significant change in performance or behavior
- A parent or teacher requests a review of services

CONCLUSION

EDU Healthcare’s evaluation process is designed to be **compliant, comprehensive, culturally responsive, and educationally meaningful**. Our approach ensures that every student evaluated is given a fair and thorough assessment, and that the results directly inform the development of effective, personalized IEP or ISP services that promote **communication success and academic achievement**.

E. Describe how you will ensure compliance with the requirements of the MDE State Board Policy 74.19 and IDEA in regards to the services outlined in the RFP

EDU Healthcare is deeply committed to delivering Speech Language Pathology (SLP) services that are fully aligned with the **Mississippi Department of Education (MDE) State Board Policy 74.19** and the **Individuals with Disabilities Education Act (IDEA)**. Our processes, personnel, and service delivery infrastructure are built to uphold these legal and ethical frameworks while supporting the Ocean Springs School District’s mission to ensure access, equity, and educational success for all students with disabilities.

Compliance with MDE State Board Policy 74.19

EDU Healthcare aligns directly with State Board Policy 74.19 through the following:

- **Qualified and Licensed Providers:** All SLPs and associated staff assigned to OSSD will hold current and valid licenses issued by the Mississippi Department of Health or the Mississippi Department of Education, in accordance with Policy 74.19. We maintain a rigorous credentialing system to ensure all personnel meet state-defined standards for licensure and continuing education.
- **Individualized Service Planning:** Our professionals participate in the development, documentation, and implementation of **IEPs and ISPs** as required by MDE. Services are tailored to support the specific



communication needs of each student as identified by the IEP committee and within the guidelines of Mississippi's Special Education Policies and Procedures.

- **Data Collection & Educational Benefit:** SLPs under our employment consistently collect, document, and report student performance data to demonstrate **educational benefit** in accordance with MDE's Results Driven Accountability framework. These records support progress monitoring and inform ongoing service decisions.
- **Alignment with Best Practices in School-Based Therapy:** Our providers use evidence-based intervention strategies appropriate for school-based settings, promoting access to the **general curriculum** for students ages 3–21. We maintain alignment with the Mississippi Approved Curriculum Standards and collaborate closely with general and special educators.

FULL ADHERENCE TO IDEA REQUIREMENTS

EDU Healthcare integrates all major principles and mandates of IDEA into its service delivery, including:

- **Free Appropriate Public Education (FAPE):** All students receive services at no cost to families, aligned with their IEP goals, within the least restrictive environment (LRE) as defined by IDEA.
- **Timely and Compliant Evaluations:** Our licensed SLPs conduct comprehensive **educational evaluations** using tools that are valid, non-discriminatory, and culturally sensitive. Reports include present levels of performance, recommended service time, and therapy goals, and are submitted within required timelines.
- **IEP Participation and Documentation:** Our staff actively participate in IEP meetings, present data-informed progress, help set or revise therapy goals, and document all services in compliance with **FERPA and IDEA**. Documentation is completed using the Ocean Springs School District's designated IEP platform.
- **Parent and Teacher Collaboration:** In compliance with IDEA's emphasis on stakeholder involvement, our SLPs collaborate regularly with families, classroom teachers, and administrators to ensure that therapy is integrated with instructional planning and that all parties are informed of student progress.
- **Procedural Safeguards and Confidentiality:** EDU Healthcare enforces strict adherence to **procedural safeguards** under IDEA, ensuring that families receive appropriate notices, have access to due process, and that all student data is managed in compliance with **FERPA**.

ONGOING MONITORING AND ACCOUNTABILITY

To ensure continuous compliance:

- **Internal Audits:** EDU Healthcare conducts regular audits of documentation and service delivery to ensure adherence to both IDEA and Policy 74.19.
- **Training and Professional Development:** All SLPs receive **annual IDEA and state compliance training** tailored to Mississippi's guidelines, including updates on Policy 74.19, FERPA, and ethical therapy provision.
- **Real-Time Communication with OSSD:** Our account managers and regional clinical supervisors will be available to the Director of Special Services for ongoing consultation, feedback, and corrective action if necessary.



CONCLUSION

EDU Healthcare's alignment with IDEA and State Board Policy 74.19 is not only procedural but foundational. From hiring to service delivery, every layer of our program is built to meet or exceed these compliance requirements. We are confident that our services will contribute positively to the district's goals for students with speech and language needs while maintaining the highest standards of legal and ethical responsibility.

F. Ensuring Compliance with Ocean Springs School District Board of Trustees Policies

EDU Healthcare is fully committed to ensuring compliance with all policies and procedures established by the **Ocean Springs School District (OSSD) Board of Trustees**, including those specified in **Board Policy FGDB** and accompanying contractual requirements outlined in the RFP. We have developed a layered, proactive compliance framework that integrates policy alignment into every aspect of staffing, supervision, and service delivery.

POLICY FAMILIARIZATION AND INTEGRATION

- **Comprehensive Review:** Upon award, EDU Healthcare will conduct an in-depth review of all applicable OSSD Board policies, with a special focus on student safety, background check procedures, confidentiality, mandatory reporting, and professional ethics.
- **Policy Crosswalk and Adaptation:** We align our internal operational procedures with OSSD's Board policies. Where discrepancies arise, EDU Healthcare adopts the more rigorous or specific standard to ensure local compliance.
- **Live Integration:** Relevant policy language and expectations are embedded into our orientation materials, compliance checklists, employee handbooks, and service documentation protocols.

PERSONNEL SCREENING AND CERTIFICATION (FGDB COMPLIANCE)

We recognize and comply with **OSSD Board Policy FGDB**, which outlines explicit requirements for contractor personnel. Accordingly:

- **Certified Background Screening:** EDU Healthcare certifies that all staff and subcontractors assigned to the District will have completed a **criminal background check** and a **Child Abuse Registry** check. Individuals with disqualifying offenses will not be placed or permitted to access district facilities.
- **Certification Process:** We maintain on file— and provide to the District— a list of all personnel who may come into contact with students and verify in writing their clearance as required in FGDB-E(1).
- **Sex Offender and Criminal History Exclusion:** We strictly prohibit the employment or placement of any individual who has been convicted of serious felonies, crimes of violence, or listed offenses under **MS Code Section 45-31-3(1)**.

EMPLOYEE TRAINING AND ACCOUNTABILITY

- **Mandatory Board Policy Training:** All staff receive training on OSSD-specific Board policies before starting their assignment. This includes behavioral expectations, confidentiality, FERPA, mandated reporting, and emergency procedures.
- **Signed Policy Acknowledgment:** Each professional signs an annual statement certifying their review and agreement to comply with the latest version of OSSD Board policies.



- **School-Based Orientation:** In collaboration with OSSD site leaders, our providers attend school-based onboarding to review expectations unique to each school environment.

ONGOING COMPLIANCE MONITORING AND QUALITY ASSURANCE

- **Routine Oversight:** Our regional clinical supervisors conduct regular check-ins and quality reviews to ensure alignment with district practices, ethical standards, and documentation requirements.
- **Incident Reporting Protocols:** EDU Healthcare follows OSSD's prescribed process for reporting any irregularities or policy concerns, and takes corrective action promptly when issues are identified.
- **Performance Reviews:** Professionals are evaluated throughout the school year based on feedback from district staff, adherence to policies, and the quality of services rendered.

COLLABORATIVE PARTNERSHIP WITH OSSD LEADERSHIP

- **Administrative Coordination:** We maintain open communication with the Director of Special Services and other district leaders to ensure rapid response to evolving needs or new policy requirements.
- **Responsiveness to Board Directives:** Should the OSSD Board of Trustees issue a new policy or procedural update, EDU Healthcare swiftly disseminates the information to all relevant personnel and implements immediate compliance measures.
- **Participatory Engagement:** We welcome the opportunity to participate in compliance reviews, stakeholder training, and advisory meetings to support the district's governance objectives.

CONFIDENTIALITY, CONDUCT, AND SAFETY PROTOCOLS

- **Data Security and FERPA Compliance:** EDU Healthcare ensures that all service-related documentation complies with FERPA, HIPAA (where applicable), and OSSD's data privacy policies.
- **Ethical Standards:** Staff are bound by professional codes of ethics (e.g., ASHA, AOTA) and OSSD's expectations for respectful, equitable treatment of all students.
- **Crisis and Emergency Preparedness:** Staff are briefed on district crisis management procedures and are expected to comply with all school-based safety drills and emergency communications.

CONCLUSION

EDU Healthcare takes the responsibility of policy adherence seriously and integrates the **Ocean Springs School District Board of Trustees' policies** into every stage of service— from recruiting and onboarding to service delivery and reporting. Through rigorous background checks, professional accountability, and direct collaboration with district leadership, we ensure full compliance and a safe, ethical, and effective support environment for Ocean Springs students.



VALUED CLIENTS SERVED OVER THE PAST 16 YEARS

EDU Healthcare is proud to partner with schools and districts across the country, delivering high-quality services to students in urban, suburban, and rural settings alike. Our partnerships span coast to coast, demonstrating our flexibility, dependability, and deep understanding of local education systems.

★ Valued Clients Served over the past 16 yrs



Noethreast & Mid-Atlantic

- Alexandria City Public Schools
- Anne Arundel County Public Schools
- Auburn School
- Cecil County Public SDistrict
- Christina County District
- Howard County Public Schools
- Harford County School District
- Red Clay Consolidated Schoolistrict
- The School District of Philadelphia
- Readina School District
- Delaware County Distus0 District
- Northamptuls Area School District



Southeast

- Austin ISD
- Dallas ISD
- Fort Worth ID
- Irving ISD
- Killeen ISD
- McKinney ISD
- Masquite ISD
- Spring ISD
- New Caney ISD
- Sen Arrionio ISD
- Bastrop ISD
- Eagle Mountiain-Saginagum ISD



Midwest

- Bethei School District
- Fort Wayrie Community Schools
- Geneva CUSD 304
- Jollet Public Schools 36
- Kenosha Unified School District
- Valley View CUSD 3650
- Zlon ESD 6
- Toms River Regional Schools
- Round Lake School District
- SPEED SEJA 8802



West & Pacific Northwest

- Peoria Unified School District
- Deer Valley Unified School District
- Gilbert Public Schools
- Tempe School District
- Salem Keizer School Dstrict
- Willamette ESD
- Northwest Regional ESD
- North Thurston PublicSchools
- St. Vrain Valley School District
- Omaha Public Schools



Select Charter & Private Networks

- Acero Schools
- Auburn School
- Aurora East School District

- Acero Schools
- Auburn School
- Lancaster Schot.
- Littte Rook Schoi
- Lovidoun County
- North St. Paul..
- Maplewood Scho..
- Aubora School
- Aurora East School District
- Little Rock Sch District
- Manassas City Public Schods
- Loudoun County Public School
- North St. Paul-Maplewood School District

And Many More...



EDU Healthcare™

FEE PROPOSAL

EDU Healthcare's fee proposal response to Ocean Springs School District is an all-inclusive price per hour. This will be a firm-fixed price agreement. The fee will remain firm and will include all charges that may be incurred in fulfilling the requirements of the contract. EDU Healthcare has the ability to review and negotiate hourly rate increases up to 2-3% every year following the 2025-2026 contracted school year if the district wishes to extend this RFP contract agreement. All certifications and licenses will be provided upon award of the contract.



REFERENCES

Name of Company: Acero Schools

Company Address: 209 W. Jackson Blvd, suite 500, Chicago, IL 60606

Contact Person: Amiee Frantzen, Assistant Director of Special Education

Telephone: 312-432-6301

Email: afrantzen@aceroschools.org

Contracted: 2016-2025

Scope: SLP, Social Worker, RN, OT, PT, School Psychologist, Special Education Teacher, Paraprofessional, Guidance Counselor.

Name of Company: DeKalb County Schools District

Company Address: 1701 Mountain Industrial Boulevard Stone Mountain, GA 30083

Contact Person: Evelyn Dixon

Telephone: 678-676-1833

Email: evelyn_dixon@dekalbschoolsga.org

Contracted: 2017-2024

Scope: Speech Language Pathology, Occupational Therapy, Certified Occupational Therapist Assistant, Physical Therapist, Licensed Practical Nurse, Registered Nurse.

Name of Company: Shelby County School District (TN)

Company Address: 160 South Hollywood Memphis, TN 38112

Contact Person: Laurie Bainer, Coordinator of Related Services

Telephone: 901-416-5213

Email: bainerml@scsk12.org

Contracted: 2024-2026

Scope: Speech Language Pathologist, Speech Language Pathology Assistant, Sign Language Interpreter, Audiologist, Physical Therapist, Occupational Therapist, Certified Occupational Therapist Assistant



ATTACHMENTS

All required documents are on the following pages.

-



BUDGET/COST SUMMARY

Provide a specific description of your pricing structure. Include travel and other costs associated with your pricing structure. Please type your answers.

DESCRIPTION OF SERVICE	COST PER HOUR/SERVICE
Direct Services to Student	\$75.00/HR for SLP
Support for Personnel	
Indirect Services to Student	\$75.00/HR for SLP
Travel/Mileage	Federal Mileage
Other – Describe	3% increase per each school renewal.
Other – Describe	
Other - Describe	
Other - Describe	

Ocean Springs School District Board Policy FGDB: Project Administration Contract Awards Procedure

Whenever the Ocean Springs School District contracts for janitorial, landscaping, vending services, lawn service transportation, construction or any other service, the Superintendent or his/her designee shall ensure the following:

1. The contracting entity shall provide the district with a list of all employees who may come into contact with students.
2. The contracting entity shall certify in writing that each employee who may come into contact with students has completed a criminal history background check and Child Abuse Registry check and that no disqualifying information has been located.
3. The contracting entity shall certify in writing that all employees who may come into contact with students have not been convicted of any crime of violence, serious felony, or any offense listed therein: possession or sale of drugs; murder, manslaughter, or armed robbery; rape, sexual battery, or sex offense as Listed in MS Code Section 45-31-3 (1); child abuse, arson, grand larceny, or burglary; or gratification of lust or aggravated assault. If any employee of a contractor has been determined to be guilty of a crime of violence, serious felony, or any offense as outlined above, the employee of the contractor shall be prohibited from entering district property in the presence of any student.
4. The contracting entity shall certify in writing that no employee has been determined to be a sex offender in the child abuse registry. Any employee identified in the child abuse registry shall be prohibited from entering district property.
5. General Contractors shall also assure that employees of sub-contractors have not been convicted of a crime of violence, serious felony, or any offense included in #3; and, shall further complete child abuse registry checks for employees of all sub-contractors.
6. In the event of an emergency or exceptional circumstance, such as where a student's health or safety is in jeopardy or when immediate repairs are needed to make a building safe for student, the Superintendent may relax the requirements of the policy for a period of time necessary to rectify the exceptional or emergency situation.
7. In situations involving employees of a contracting entity which have no contact with students, the Superintendent shall be authorized to relax the requirements of the policy.
8. The Superintendent may, in his/her discretion, also be authorized to decline enforcement of this policy with respect to vendors who deliver food, supplies, and soda and snack machine vendors.

In the letting of public contracts, preference shall be given to resident contractors, and a nonresident bidder domiciled in a state, city, county, parish, nation or political subdivision having laws granting preference to local contractors shall be awarded Mississippi public contracts only on the same basis as the non-resident bidder's state, city, county, parish, nation or political subdivision awards contracts to Mississippi contractors bidding under similar circumstances. Resident contractors actually domiciled in Mississippi, be they corporate, individuals or partnerships, are to be granted preference over non-residents in awarding of contracts in the same manner and to the same extent as provided by the laws of the state, city, county, parish, nation, or political subdivision of domicile of the non-resident. MS Code Section 31-7-47 (1995)

LEGAL REFERENCE: MS Code as cited ADOPTED: 01/13/2009 Ocean Springs School District Date Adopted: 1/13/2009 9

CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION FGDB-E (1)

The undersigned does hereby certify to the Board of Trustees for the Ocean Springs School District ("District") as follows:

That I am representative of EDM Healthcare ("Contractor"), currently under contract ("Contract") with the District; that I am familiar with the facts herein certified and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that all of its employees, as well as, employees of subcontractors, who may come into contact with students during the term of the contract with the District have had a criminal background check completed, as well as, a child abuse registry check and none have been located on the child abuse registry nor have any employees been found guilty of any crime of violence, serious felony, or offense listed in the District's School Board Policy FGDB.

A complete and accurate list of Contractor's employees and of all of its Subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto as Exhibit "A".

The Contractor's employees and employees of the Subcontractors that were located on the child abuse registry or who were convicted of a crime of violence, serious felony, or offense listed in the District's School Board Policy FGDB are as follows:

- 1.
- 2.
- 3.
- 4.

Contractor acknowledges that he has reviewed School Board Policy FGDB of the Ocean Springs School District.

Dated: 6/11/25

CONTRACTOR

By: [Signature]

Title: Senior VP

SWORN TO AND SUBSCRIBED BEFORE ME this the 11th day of

June, 2025.

[Signature]
NOTARY PUBLIC

My Commission Expires: 08/10/25

Desmond Flynn
NOTARY PUBLIC
Cabarrus County, NC
My Commission Expires August 10, 2025

Special Services -Contracted Services Contract

This agreement entered into between:

(Hereinafter referred
to as "Contractor")

AND

Ocean Springs School District
Post Office Box 7002
Ocean Springs, MS 39566-7002

(Hereinafter referred
to as "Customer")

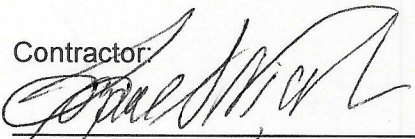
IN CONSIDERATION of mutual benefits and covenants contained herein, Contractor and Customer agree as follows:

1. Employment. The nature of this contractual agreement is for an independent contractor to provide School-Based Speech Language Pathology Services to the Customer.
2. Scope of Work. In consideration of the compensation described herein, Contractor shall perform the services as set forth in the attached RFP for School-Based Speech Language Pathology Services contract hereto and incorporated herein by reference. Contractor agrees to supply all labor, equipment, and materials necessary to perform such services.
3. Contractor Warranty. Contractor warrants that the services will be performed in a professional manner and that proper protocols will be enforced to protect the privacy of all students and/or employees.
4. Contractor Employees. Contractor shall perform the following duties:
 - (a) Contractor shall employ only persons skilled and licensed in the performance of services as outlined in the RFP form.
 - (b) Contractor must maintain a license to do business in the State of Mississippi.
5. Contractor shall maintain insurance of the following types and amounts which shall insure the actions of personnel, employees, agents, etc.:
 - (a) Professional Liability - Combined Single Limit in an amount of \$1,000,000.00 per occurrence with \$2,000,000.00 aggregate and other insurance coverages as outlined.
 - (b) Proof of coverage must be placed on file with the school district by the Contractor and kept current throughout the term of this contract.
 - (c) Failure to provide insurance set forth herein shall constitute default and the Customer may terminate the contract without penalty by providing five (5) days written notice to the Contractor.
6. Liability for Loss. Contractor shall be responsible for and shall indemnify and hold harmless Customer from and against any and all claims, demands, liabilities, or damages which may be suffered by, accrued against, be charged to, or recoverable from the Customer including attorney's fees, expenses, and costs which may arise out of or in connection with the Contractor's performance of duties, actions of his employees and agents, for dishonesty of any employee of the Contractor.
7. Miscellaneous.
 - (a) This Contract shall be construed in accordance with the laws of State of Mississippi.
 - (b) This Contract constitutes the entire agreement of the parties and all additions or changes hereto shall be in writing;
 - (c) The continuing covenants of the parties contained in this contract shall survive the termination thereof;

- (d) By the signature below, the individual executing this Contract on behalf of Customer warrants to Contractor that he has full power and authority to execute this Contract and thereby bind, jointly and severally, Customer to the terms of this Contract;
- (e) If any portion of this Contract be legally adjudicated invalid or unenforceable, the parties do hereby covenant and agree that such portion or portions are absolutely and completely severable for all other portions of this Contract, and such other provisions shall constitute the agreement of the parties.
8. Terms of Service. The terms of this Contract shall commence July 1, 2025 and shall continue until June 30, 2026. That either party may terminate this Contract by providing the other party with forty-five (45) days advanced notice of the intent to quit. That upon serving written notice to the other party, the party desiring to terminate the Contract shall comply with all terms set forth herein until the expiration of the forty-five (45) day period.
9. Work Hours. Contractor shall schedule its services so as to conform to the reasonable requirements of the staff and students of the Ocean Springs School District.
10. Compensation. Throughout the terms of this Contract, Customer shall pay to the Contractor the hourly rate as outlined on the signed quote form and incorporated into this agreement in accordance with the following terms:
- (a) Payment will be made no later than forty-five (45) days after an invoice for services has been submitted and:
1. There are no unresolved problems with the service as outlined in the Special Services Contracted Services Quote form attached;
 2. A bill for the appropriate amount will be presented to the Ocean Springs School District Department of Special Services the last Thursday of each month.
 4. There are no liability and/or insurance problems with required insurance coverage and limits.
- (b) Contractor will perform services in accordance to School-Based Speech Language Pathology Services RFP form, Terms and Conditions and Policy FGDBE all attached.
11. Neither party may assign or transfer any right set forth herein.
12. In the event the Contractor shall file bankruptcy, the Customer shall be entitled to terminate the Contract upon providing five (5) days written notice to the Contractor.

IN WITNESS WHEREOF, this contract has been executed on the dates listed under the signatures of the parties below and shall become binding when the fully executed contract is approved by the Board of Trustees of the Ocean Springs School District.

Contractor:



Date: 6/11/25

Ocean Springs School District

Date: _____

ASSURANCES AND SIGNATURE FORM

In submitting this Request for Proposal, I certify that:

1. The company will provide district-wide services through highly qualified and current Mississippi-licensed individuals.
2. The company will comply with the Individuals with Disabilities Act and all laws of the state of Mississippi, including Mississippi State Board Policy 74.19 Regarding Children with Disabilities.
3. The company is fiscally sound and will be able to complete services to the district during the 2025-2026 school year and extended school years as necessary.
4. The company will provide proof of current general and professional liability insurance and workers' compensation insurance.
5. The company acknowledges receipt of OSSD Policy FGDB: Project Administration Contract Awards Procedure and Exhibit "A" and understands of that employee background checks and child abuse registry check is required and that the company is responsible for the fee charged for such by the Ocean Springs School District.
6. The company accepts the OSSD Standard Terms and Conditions that are included in the Bid/Proposal RFP.
7. The company understands that it is at the District's discretion to award a bid for this service. If no bids are received, the District may choose to accept two signed quotes from providers for this service, if allowable by purchasing law.

Please initial the following as being attached to your submission;

1. Completed pages 6, 7, 8, 13 and signed page 15 of the contract: ✓
2. Valid Certificate of Insurance attached: ✓
3. Valid License (s) attached: N/A
4. Completed FGDB-E (1) form attached: ✓
5. Completed W-9 form if not a vendor of the OSSD: ✓
6. Website addendum signed and attached, if posted (visit www.ossdms.org or www.centrauctionhouse.com) **Q and A SLP Services SY26.pdf (87.0 KB)**
7. SAM.gov printout ✓



The undersigned hereby certifies that I am an individual authorized to act on behalf of the company in submitting this Request for Proposal and Assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

EDU Healthcare, LLC

Typed Name of Company

18820 Statesville Rd., Cornelius, NC 28031

Typed Mailing Address of Company

704-233-7715

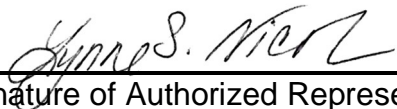
Typed Telephone Number

Inicol@eduhealthcare.com

Typed Email Address

Lynne Nicol

Typed Name of Authorized Representative


Signature of Authorized Representative

06/10/2025

Date Signed

**Request for Taxpayer
Identification Number and Certification**

Go to www.irs.gov/FormW9 for instructions and the latest information.

**Give form to the
requester. Do not
send to the IRS.**

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) EDU HEALTHCARE, LLC	
	2 Business name/disregarded entity name, if different from above.	
	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) S Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ (Applies to accounts maintained outside the United States.)
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/>	
	5 Address (number, street, and apt. or suite no.). See instructions. PO BOX 2400	Requester's name and address (optional)
	6 City, state, and ZIP code CORNELIUS, NC 28031	
7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
			-			-			
or									
Employer identification number									
2	6		-	0	7	6	3	4	1

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of
	U.S. person MATTHEW LEWIS

Date **8/5/2024**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

03/27/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Sentinel Risk Advisors LLC 4700 Six Forks Road Suite 200 Raleigh NC 27609	CONTACT NAME: Certificates PHONE (A/C, No, Ext): (919) 926-4623 E-MAIL ADDRESS: certificates@sentinelra.com FAX (A/C, No): (919) 926-4664
INSURED EDU Healthcare, LLC PO Box 2400 Cornelius NC 28031	INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Ins.Co. INSURER B: ICW Group INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES**CERTIFICATE NUMBER:** CL2532719736**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:			PHPK2673173-004	04/01/2025	08/01/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 Employee Benefits \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK2673173-004	04/01/2025	08/01/2026	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Uninsured motorist \$ 1,000,000
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB906794-004	04/01/2025	08/01/2026	COMBINED SINGLE LIMIT (Ea occurrence) \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N <input checked="" type="checkbox"/> N	N / A	WNC 5083383 00	04/01/2025	04/01/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liability			PHPK2673173-004	04/01/2025	08/01/2026	Each Claim \$2,000,000 Aggregate \$3,000,000 Per Claim Ded \$2500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Additional Coverage Policy PHPK2673173 4/1/25 to 08/01/2026 - Philadelphia Indemnity Ins Co. Insurer A:
Sexual Abuse- Molestation Limits: \$1,000,000 Occurrence \$3,000,000 Aggregate - Deductible \$1,000

CERTIFICATE HOLDER**CANCELLATION**

EDU Healthcare, LLC PO Box 2400 Cornelius NC 28031	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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ADDITIONAL COVERAGES

Ref #	Description Stopgap				Coverage Code STOPG	Form No.	Edition Date
Limit 1 1,000,000	Limit 2 1,000,000	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description Stop Gap				Coverage Code STPGA	Form No.	Edition Date
Limit 1 1,000,000	Limit 2 1,000,000	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description Sex Miscon Molest Liab				Coverage Code SXLMC	Form No.	Edition Date
Limit 1 1,000,000	Limit 2 3,000,000	Limit 3	Deductible Amount 5,000	Deductible Type	Premium		
Ref #	Description Professional Liability				Coverage Code PROF	Form No.	Edition Date
Limit 1 2,000,000	Limit 2 3,000,000	Limit 3	Deductible Amount 5,000	Deductible Type	Premium		
Ref #	Description Underinsured motorist combined single limit				Coverage Code UNCSL	Form No.	Edition Date
Limit 1 1,000,000	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description Medical payments				Coverage Code MEDPM	Form No.	Edition Date
Limit 1 5,000	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description Increased employer's liability				Coverage Code INEL	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description Experience Mod Factor 1				Coverage Code EXP01	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description				Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium		
Ref #	Description				Coverage Code	Form No.	Edition Date
Limit 1	Limit 2	Limit 3	Deductible Amount	Deductible Type	Premium		